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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2008-2009**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:**first | | **Unit:** how we organize ourselve "all hand count" | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** The Conceptualization are about duties and responsibility | | | | | | **Skills:** observing and recording data, analisis comparision | | | | | |
| **Materials:** ant nest and colony clipboard paper pensil . camera | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** week 16 to 20 feb | | | **Time:** 90 minutes | | |
| **Description** | | | | | | | | | | | |
| **Opening:** we ask about the inquire that this group are developing, and remark the most important points  They talk about how every one have theirs duties and responsability in a social group like the school.  I present Eduard O. Wilson and his sociobiology theory and give the proposal to do a inquire doing the comparition between ants and human group in order to confirm or reject this theory. | | | | | | | | | | | |
| **Main Activity:** We begin our reserch in severals steps  1 Nest Ubication  2 Ant species identification  3 Observing ants looking for what kind of duties they are showing  4 Observing the ants looking if they have different size, form and observing if this diferences are important to develope diferents kind of works  5 Experience erasing the path way and recording what happen | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** at a class room they give me what they can have clear now after the experience (conclusions | | | | | | | | | | | |